

Gender Action Plan

July 2017

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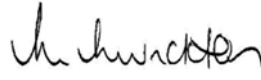
Perth College is a registered Scottish charity, number SC021209.



Gender Action Plan

July 2017

Signature: Principal and Chief Executive:



Introduction

The Scottish Funding Council (SFC) in August 2016 published its Gender Action Plan¹ and ambitious aims to tackle gender imbalances within colleges and universities.

SFC Aim	SFC Milestone
By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24 year olds.	Increase by 4.2% by 2019-20.
By 2030, no subject has an extreme gender imbalance (75:25).	50% reduction in the number of college subjects in this category by 2025.
By 2030, the gap between male and female participation in undergraduate study is reduced by 15.4% gap to 5%.	We will look to have reduced this gap to 13.6% in 2019-20.

In the guidance for Outcome Agreements for AY2017-18², the Scottish Funding Council (SFC) set out that all Further Education (FE) and Higher Education (HE) institutions are to develop institutional gender action plans (GAPs).

Research³ commissioned by the Scottish Funding Council looked at how institutions were already tackling gender imbalances across Scotland. It suggested a provisional framework for tackling gender imbalances based on the key underlying criteria, and design features of, a successful and sustainable approach to tackling gender imbalances within an institution's activities. Five broad themes were identified:

- 1 Infrastructure.
- 2 Influencing the influencers.
- 3 Raising awareness and aspiration.
- 4 Encouraging aspirations.
- 5 Supporting success.

The SFC asks that we:

- Outline our key ambitions to tackle gender imbalances at subject level, focusing on those subjects with the greatest gender imbalances in the college.
- Identify where there is an imbalance between male and female students within completion in a particular subject area and outline outcomes to be achieved in addressing this imbalance.

¹ SFC Gender Action Plan August 2016

² Guidance for the development of College Outcome Agreements: 2017-18 to 2019-20 October 2016

³ HEA Whose job is it anyway?

- Outline how we are proactively promoting gender equality in relation to staff. This includes addressing gender imbalances at senior academic level and how we are working towards eliminating the gender pay gap.
- Describe how we are working towards improving gender imbalances on our Board.

Sitting within the wider context of **access and inclusion**, we welcome the opportunity to focus on this gender work in partnership with the Scottish Funding Council.

Our Equality Commitments

Perth College UHI is committed to being both a college and employer of choice. We are committed to carrying through our statutory duties to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people from different groups.
- Foster good relations between people from different groups, tackling prejudice and promoting understanding.

We aim to ensure that all of our policies, procedures and practices do not unfairly discriminate and that positive measures are taken to redress any inequalities – including gender inequalities – in employment practices, provision of services to students and customers, or the way in which we manage our business.

We demonstrate our commitment to equality and diversity by:

- Monitoring the impact of our policies on different protected characteristics – including gender;
- Removing barriers to maximise participation, retention and achievement of our students and staff;
- Fostering respect for differences between groups and individuals;
- Promoting positive non-discriminatory behaviour;
- Ensuring appropriate support for our staff and students;
- Encouraging links with the wider community.

We continue on our journey of ensuring the student and staff experience at Perth College UHI is excellent. We continue to mainstream equality and diversity into all aspects of our operations and in doing so provide a learning and working environment which is founded on key principles of fairness, opportunities and respect for everyone.

Specifically – as part of our specific duties under the Equality Act 2010 we have for 2017- 2021 developed an equality outcome in relation to gender:

Equality Outcome 2 – Gender imbalances are tackled across the college so that all individuals can achieve their potential.

We feel this also shows our commitment to tackling gender imbalances and gives us the opportunity to focus more specifically on our gender work.

Developing our Gender Action Plan

For this first round of institutional gender action plans (GAPs) we have explored our institutional and regional data to understand where gender imbalances lie and have set out:

- Our current work in relation to the 5 themes of Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success;
- Actions across these 5 themes;
- How we are working with partners, both regional (eg schools and other FE/HE institutions) and national (eg equality specialists);
- Who is responsible for implementing the actions within the GAP;
- How the institution will seek to build capacity across the institution to implement the GAP;
- How progress will be monitored.

In conjunction with our SFC Highlands and Islands Regional Outcome Agreement Manager it was agreed that within this Perth College UHI Gender Action Plan targets would be set in relation to FE subject data only, with HE subject targets being set within the University of the Highlands and Islands Gender Action Plan.

Perth College UHI staff have been consulted and involved in developing the University GAP and will work with University colleagues to achieve the targets set.

Our Evidence Base

In order to support the tackling of gender imbalances within the key functions of the college, the following table shows how for each of the **5 key themes** of Infrastructure, Influencing the influencers, Raising awareness and aspiration, Encouraging aspirations, and Supporting success, we have considered **potential outcomes** and have developed an evidence base having identified **what is already in place**.

Our Action Plan

Our action plan impacts on policy and practice already in place across the college, and outlines how additional policy and/or practice will be developed to ensure the required step-change in efforts to tackle gender imbalances.

Our Evidence Base

1 Infrastructure: How do we plan to . . . ?		Potential Outcomes	What is Already in Place
Systems	<p>Incorporate into policies, processes, strategies, leadership and current reporting mechanisms?</p> <p>Gather and analyse (evaluate) comprehensive subject, institutional, regional and sector qualitative and quantitative data on which to base approaches.</p>	<ul style="list-style-type: none"> ▪ Strong leadership. ▪ Senior management oversight of and involvement in EDI committees and initiatives. ▪ Built into Vision, Mission, Values. ▪ Embedded within strategic plans, policies and accompanying documentation. ▪ Commitment to gender equality explicit within equality outcomes. 	<p>Equality Champion identified within Senior Management Team (SMT).</p> <p>Equality, Diversity and Inclusion Team (EDIT) in place and chaired by member of SMT.</p> <p>Equality is embedded in our Vision, Mission and Values.</p> <p>Equality is embedded in quality reporting structures eg team meeting minutes, course annual reports, team evaluation documents, sector overview reports.</p> <ul style="list-style-type: none"> ▪ 2017 Equality Reporting Documents. ▪ Access and Inclusion Strategy. ▪ Equality Impact Assessment process embedded in approval process for cross-college strategy, policy and procedure. ▪ HR Staff recruitment procedures/paid facebook advertising. ▪ Admissions Process – built in. <p>Equality Outcome and associated actions developed around gender see: Equality Outcomes 2017-2021</p> <p>Specific gender reporting tool developed to embed awareness of sever gender imbalances in KPI data.</p>

		<ul style="list-style-type: none"> Student journey/Staff journey- protected characteristics data analysed. Inequalities identified and addressed. 	<p>Student journey protected characteristics data is analysed evaluated and appropriate actions taken to redress any issues or to build on best practice.</p> <p>Staff journey – protected characteristics data is analysed. See: Progress in Achieving Equality Outcomes 2013-2017 Annual Employment Information 2015-2017 Equal Pay Statement 2017</p> <p>Equality Outcome developed for 2017-2021: protected characteristics data analysis – see: Equality Outcomes 2017-2021</p>																																																				
<p>Humans</p>	<p>Embed in staff recruitment, retention and development processes.</p> <p>Embed in staff reward and recognition processes.</p> <p>Embed student awareness of gender bias and imbalances.</p>	<ul style="list-style-type: none"> Increasing staff and student capacity through training and CPD (internal and external, online and face to face). Emphasis on unconscious or implicit bias training, particularly in admissions and recruitment. 	<p>Student gender data: (for courses which lead to a recognised qualification)</p> <p>The trend continues with more female students studying on FE courses than males.</p> <table border="0"> <tr> <td>2015-2016 Data</td> <td>Overall</td> <td>53% Females</td> <td>47% Males</td> </tr> <tr> <td></td> <td>Full-time</td> <td>52% Females</td> <td>48% Males</td> </tr> <tr> <td></td> <td>Part-time</td> <td>54% Females</td> <td>46% Males</td> </tr> <tr> <td>2014-2015 Data</td> <td>Overall</td> <td>53.5% Females</td> <td>46.5% Males</td> </tr> </table> <p>Staff Composition</p> <table border="1"> <thead> <tr> <th colspan="3">2017</th> <th colspan="3">2016</th> </tr> <tr> <th>Sex</th> <th>No of Staff</th> <th>% of Staff</th> <th>Sex</th> <th>No of Staff</th> <th>% of Staff</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>353</td> <td>60.76</td> <td>Female</td> <td>352</td> <td>62.41</td> </tr> <tr> <td>Male</td> <td>227</td> <td>39.07</td> <td>Male</td> <td>210</td> <td>37.23</td> </tr> <tr> <td>Other</td> <td>*</td> <td>0.17</td> <td>Unknown</td> <td>*</td> <td>0.35</td> </tr> <tr> <td></td> <td>581</td> <td>100.00</td> <td></td> <td>564</td> <td>100.00</td> </tr> </tbody> </table>	2015-2016 Data	Overall	53% Females	47% Males		Full-time	52% Females	48% Males		Part-time	54% Females	46% Males	2014-2015 Data	Overall	53.5% Females	46.5% Males	2017			2016			Sex	No of Staff	% of Staff	Sex	No of Staff	% of Staff	Female	353	60.76	Female	352	62.41	Male	227	39.07	Male	210	37.23	Other	*	0.17	Unknown	*	0.35		581	100.00		564	100.00
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		<ul style="list-style-type: none"> ▪ Build into Professional Review Process. 	<p>Females continue to make up the majority of the College's staff at just over 60% of total staff, although this a 1.65% decrease from 2016. There are 21% more women than men in the College workforce. The College has piloted paid Facebook recruitment advertising to target males to apply for College vacancies and this pilot will continue, evaluated and impact reported on in the 2019 Report.</p> <p>Equalities embedded in:</p> <ul style="list-style-type: none"> ▪ Staff CPD Strategy, Policy and Procedure ▪ Student Induction Processes/E and D Presentation <p>Unconscious Bias training under development for staff involved in the interview procedure.</p>
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Staff Recruitment:

2017						
Sex	No of Applicants	% of Applicants	Interviewed	% Interviewed	Appointed	% Appointed
Female	202	16.40	76	25.25	39	36.11
Male	165	13.39	52	17.28	22	20.37
Blank	864	70.13	173	57.48	47	43.52
Unknown	1	0.08	0	0.00	0	0.00
	1232	100.00%	301	100.00	108	100.00

From 2014, the majority of applicants, those interviewed and those appointed have been female and this is reflected in the current staff composition. The significant increase in applicants leaving this field blank will be investigated and addressed. The paid Facebook staff recruitment pilot targeting males to apply for vacancies will continue and be evaluated for impact.

Staff Development:

2017		
Sex	No of Training Days	% of total
Female	1831.8	63.25
Male	1062.86	36.70
Other	1.35	0.05
	2896.01	100.00

2016		
Sex	No of Training Days	% of Total
Female	1951.9	67.56
Male	937.2	32.44
Unknown	0	0.00
	2889	100.00

In 2017, the majority of CPD activity continues to be undertaken by women, and this reflects the composition of the workforce where the majority of staff are female.

Staff Retention:

2017		
Sex	No of Leavers	% of Leavers
Female	43	60.56
Male	28	39.44
	71	100.00

2016		
Sex	No of Leavers	% of Leavers
Female	48	57.83
Male	35	42.17
	83	100

Female turnover has remained slightly higher than male turnover since 2014 and this reflects the composition of the workforce.

The table below shows the improvement over time in the gender imbalance of our Board.

Gender	2012-2013	February 2014	February 2015	February 2016	February 2017
Male	14 (87.5%)	12 (75%)	12 (75%)	10 (71%)	9 (56%)
Female	2 (12.5%)	4 (25%)	4 (25%)	4 (29%)	7 (44%)

<p>Resources</p>	<p>Plan for the carrying out of the research including the time that will be required and the longitudinal funding and physical support (cross-institutional teams with the capacity, ability and desire to create change) that will be needed to support the planning, delivery and evaluation of approaches.</p>	<ul style="list-style-type: none"> ▪ Longitudinal funding that can support the effective planning, delivery and evaluation of approaches eg Sector Funding, Institutional Funding, Collaborative Funding. ▪ Cross-college action gender groups. ▪ Developing knowledge and expanding the evidence base via reports, research etc. ▪ Sharing best practice. 	<p>SMT Equality Champion – leads on equalities work Equality and Diversity Adviser – supports mainstreaming of equality EDIT – providing direction and support to College-wide activities which meet our commitment to equality, diversity and inclusion.</p> <p>Working group convened to focus on and progress gender work.</p> <p>Student Records – collate and develop student data reports in relation to all protected characteristics. Reports are shared with course teams.</p> <p>Quality – Equality and Diversity embedded within quality reporting processes.</p> <p>Published Equality Reports EDIT minutes published on college Blog. Gender Action Plan developed and communicated cross-college.</p>
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<p>Relationships</p>	<p>Collaborate with internal and external networks.</p>	<ul style="list-style-type: none"> ▪ Schools, colleges, universities. ▪ Articulation hubs and networks. ▪ Sector agencies (SDS, CDN, ECU, Equate Scotland). ▪ College based working groups. ▪ University based working groups. ▪ Local and national STEM strategic groups. 	<p>College working with Children's University</p> <p>Cross college sector links through Colleges Development Network and Equality Challenge Unit (ECU) College Liaison Group (CLG).</p> <p>Cross university sector links through ECU Scottish Liaison Group (SLG).</p> <p>Schools partnerships through Developing Young Workforce.</p> <p>Strong partnerships in place with Perth and Kinross Council (PKC) and other local community equality groups.</p> <p>Working partnerships in place with sector agencies: CDN/Skills Development Scotland (SDS)/ECU.</p> <p>College based working groups: Sector Development Directors/Sector Managers/Course Teams/Support Areas/EDIT/SMT/CMT.</p> <p>Working group convened to focus on and progress gender work.</p> <p>SMT/QAEC/FGPC Subject Network Leaders Student Support Team Equality Practitioners Network</p> <p>UHI STEM Skills Hub College STEM Ambassadors in schools.</p>
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2 Influencing the influencers: How do we plan to?		Potential Outcomes	What is Already in Place
Educators and Careers Advisors	Embed training, CPD and resource creation.	<ul style="list-style-type: none"> ▪ TQFE/HE ▪ PDA Teaching in Colleges Today ▪ PDA Advancing equality and Diversity through Inclusiveness (new award due late 2017). ▪ GTC Registration. ▪ Professional Standards for College Lecturers. ▪ Equalities CPD. ▪ Post TQFE/HE awards. 	<p>Staff undertaking TQFE/HE are supported with course(s) equalities content.</p> <p>Available through BlackBoard.</p> <p>Equality and Diversity Adviser has supported the development of this award.</p> <p>Embedded within Teaching @ Perth – induction for new lecturers.</p> <p>Mandatory staff equalities training in place: Online – Diversity in the Workplace Online – Bullying and Harassment Online – Safeguarding Students in FE Colleges Online – Equality Impact Assessment World Host – Disabilities World Host – Cultures</p> <p>Further equalities training delivered through Staff Conference Day presentations and workshops and through Special Interest Groups (SIGs).</p> <p>Resource bank of equalities materials available in PerthNet/Shared drive.</p>

		<ul style="list-style-type: none"> ▪ Links with school careers and guidance teachers. ▪ Careers fairs, workshops, twilight events for teachers. 	<p>CPD Strategy, Policy and Procedure Student Ambassadors.</p> <p>College staff ambassadors attend school careers fairs to promote college courses. Advice is given in respect of gender and subject areas.</p>
Parents	<p>Raise awareness and provide support:</p> <p>Although we don't liaise directly with parents our students are/may be parents in the future. We need to consider how we can influence our current and future students.</p>	<ul style="list-style-type: none"> ▪ Colleges attending parents evening and careers events in schools. ▪ Communications targeted at parents/carers. ▪ Children's University ▪ Open Days for parents/carers (taster events). 	<p>College student ambassadors attend schools events to raise awareness of gender imbalances.</p> <p>College working with the Children's University.</p>

<p>Current Students</p>	<p>Embed in the curriculum and co-curricular activities</p> <p>Raise awareness and provide training</p>	<ul style="list-style-type: none"> ▪ Embedding gender equality within the curriculum for all students. ▪ Looking at students as workforce and parents of today and tomorrow with particular emphasis on early years practitioners. ▪ Student campaigns around gender issues such as gender based violence. ▪ Campaigns and events on gender specific issues. (eg International Women's Day) ▪ Partnership working with students' associations. ▪ Supporting employers. 	<p>Student Induction – equalities presentation. Equalities embedded in Skills Frameworks/Personal Development Planning.</p> <p>Range of equalities media available to support student awareness of equalities eg Videos on one-lan screens/posters. Information on Student Portal.</p> <p>Student's Association considering potential campaigns to take forward.</p> <p>College supports and takes part in annual PKC Women's Festival.</p> <p>Student president supporting development of GAP. Highlands and Islands Student association (HISA) volunteers participate in pan-university GAP writing workshops.</p> <p>Student job adverts submitted by employers are reviewed to ensure gender equality. Employers are supported to recognise any inequalities.</p>
<p>Employers</p>			

3 Raising awareness and aspirations: How do we plan to?		Potential Outcomes	What is Already in Place
Outreach	<p>Provide workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits etc.</p> <p>Aim to raise awareness and understanding of, and interest in, subjects and careers so as to influence the educational and career choice process.</p> <p>Use role models, single-sex activities, thematic foci and media campaigns.</p>	<ul style="list-style-type: none"> ▪ Workshops. ▪ Taster events. ▪ Talks. ▪ Site visits. ▪ A Day in the Life of.... ▪ Use of videos and social media. ▪ Role models and student ambassadors. ▪ School visits/school college partnership work. ▪ Working with youth clubs and other CLD activity. ▪ Learning Centre Activity 	<p>Subject areas offer a wide variety of workshops, programmes etc for school pupils.</p> <p>Marketing staff, lecturers, managers or other support staff go to external recruitment events, typically organised by secondary schools locally and neighbouring regions eg a careers fair organised by PKC or large-scale UCAS events.</p> <p>Student Ambassadors recruited to target those underrepresented gender subject areas.</p> <p>Subject areas offer a wide variety of workshops, programmes etc for school pupils.</p> <p>Learning Centres are run in the local area and offer a wide range of courses.</p>

4 Encouraging applications: How do we plan to . . . ?		Potential Outcomes	What is Already in Place
Recruitment	<p>Ensure equitable student admissions.</p> <p>Support the recruitment process.</p> <p>Tackle attainment disparities.</p>	<ul style="list-style-type: none"> ▪ Equitable admissions. ▪ Equality impact assess recruitment process. ▪ Unconscious bias training. 	<p>Inclusive selection process in place which has been Equality Impact Assessed and includes contextualised admissions procedures eg Recognised Prior Learning and Accredited Prior Learning.</p> <p>Unconscious Bias training under development to support gender equality within student interview process.</p>
Marketing	<p>Embed gender equality and counter-stereotyping within prospectuses, websites and open-day activities.</p>	<ul style="list-style-type: none"> ▪ Embedding gender equality in prospectuses and websites. ▪ Using counter-stereotypical imagery and case studies. ▪ Positive statements on gender equality. ▪ Use of videos, news stories, blogs, social media to promote gender equality. ▪ Single sex information and networks. ▪ Open days. 	<p>Consideration given to gender balances within Marketing materials.</p> <p>Case studies are used to promote gender equality in subject areas.</p> <p>Students from courses with gender imbalances are trained up to be student ambassadors at events such as school recruitment fairs.</p> <p>Subject areas aim to ensure a gender balance of staff and students at Open Days.</p>
Course Packaging	<p>Design courses to attract non-traditional students.</p> <p>Utilise access programmes.</p>	<ul style="list-style-type: none"> ▪ Women and men only courses. ▪ Targeting gender interests based on research. ▪ Using access programmes. 	<p>Curriculum Strategy 2013-2016 – currently under revision.</p> <p>Men into Childcare course currently offered.</p>

5 Supporting success: How do we plan to . . . ?		Potential outcomes	What is already in place
Creating Gender Inclusive Environments	<p>Audit for and tackle environmental and structural barriers.</p> <p>Develop gender inclusive environments.</p>	<ul style="list-style-type: none"> ▪ Auditing of courses and classrooms: How female/male friendly are they? ▪ Family-friendly timetabling. ▪ Tackling gender imbalances in using support services. 	<p>Student Union building was re-modelled in 2014 with the aim to offer a more inclusive environment. This has been successful particularly in relation to a noticeable increase in female students using this resource and female-led events.</p> <p>A few courses are currently timetabled specifically to support those with caring responsibilities.</p> <p>Gender neutral/accessible toilet facilities – under development.</p>
Enhancing the Student Experience	<p>Encourage student mentoring</p> <p>Develop student networks</p> <p>Raise awareness and support for progression into counter-stereotypical careers</p>	<ul style="list-style-type: none"> ▪ Student mentoring. ▪ Student networks. ▪ External mentoring/networks. ▪ Work/industry experience and placements. ▪ External speakers/visits. ▪ Using alumni positively. ▪ Links with employers and industry. ▪ Coaching and careers advice. ▪ On-campus career awareness raising. ▪ STEM job clubs. 	<p>Peer mentoring eg Care Experienced.</p> <p>All FE courses have work/industry experience and placements incorporated.</p> <p>Highlighted within Learning and Teaching Strategy.</p> <p>College Careers Adviser delivers careers and employability sessions to students.</p>

Perth College UHI – Gender Action Plan 2017-2020

Cross-College Actions

Key Themes	Projected Outcomes	Actions	Owner (Job Role)	Timescale	Progress
1 Infrastructure Systems	Gender is made more explicit in eg Subject Area team meeting minutes.	Make gender more explicit: Equality Leads to support teams to consider gender equality within activity.	Equality Leads and Teams		
	Equality and Diversity Policy	Review Policy	E and D Adviser	July 2017	
	Learning, Teaching and Assessment Strategy	Embed within Enabling Plan	Head of Academic Practice	July 2017	
	Curriculum Strategy	Review Policy	Curriculum and Business Engagement Director	due	
	Student Engagement Strategy	Review Policy	Head of Student Services	Feb 2019	
	Employer Engagement Strategy	Review Policy	Curriculum and Business Engagement Director	due	
	Access and Inclusion Strategy	Embed actions within Enabling Plan	Head of Student Services	December 2017	
	Enhanced guidance relating to student interview process.	Include information within guidance to raise awareness of gender related unconscious	Head of Student Services	June 2018	

Humans	Gender inequalities identified and addressed through analysis of student course data.	bias and positive action measures. Course teams analyse course data, identify gender inequalities and set actions to address.	Curriculum Teams	September Annually	
	Gender inequalities identified and addressed through analysis of staff journey data.	Analyse staff data. Gender inequalities identified and actions set to address as part of statutory equalities duty. Annual Employee Information Report 2016-2017 and our: Equal Pay Statement April 2017	HR E and D Adviser	April 2019	
	Gender inequalities identified and addressed through analysis of student survey results.	Analyse student survey results, Gender inequalities identified and addressed.	Quality E and D Adviser	March and October Annually	
	Gender inequalities identified and addressed through analysis of staff survey results.	Analyse staff survey. Identify and address gender inequalities.	HR E and D adviser	September 2017 Jan 2019	
	Gender inequalities identified and addressed through analysis of service user's data.	Support teams gather service user gender data. Inequalities identified and addressed.	Department Heads Head of Student Records HR	July Annually	

	<p>Equality embedded into Professional Development Review process.</p>	<p>PDR scheme to include guidance note and facility to record staff member commitment to inclusiveness.</p>		<p>June 2018</p>	
	<p>Equality embedded into OBI Awards – ie most inclusive lecturer/member of staff/student.</p>	<p>Additional 'inclusiveness' category added to OBI Awards ie OBII.</p>	<p>Student Association Perth</p>	<p>May 2018</p>	
	<p>Gender equality more explicit in:</p> <ul style="list-style-type: none"> ▪ PDP sessions, curriculum, student engagement activities eg unconscious bias training. ▪ IIP Award recognition. ▪ External awards. 	<p>Gender equality explicitly embedded within Skills Frameworks.</p>	<p>Personal Academic Tutors</p>	<p>November Annually</p>	
		<p>Embed gender equality in the recommendations to SMT regarding the Generation 6 IIP framework.</p>	<p>HR IIP SMT</p>	<p>2017-2020</p>	
		<p>Entries submitted for external awards in relation to the successful addressing of gender imbalances.</p>	<p>SMT and Marketing</p>	<p>2017-2020</p>	
	<p>Positive Action is taken to address gender imbalances in staffing.</p>	<p>Select 6 posts with >75:25 gender imbalance and pilot and evaluate 'positive action programme' ie</p>	<p>HR Marketing</p>	<p>August 2018 annually thereafter</p>	

Resources	SVS priority recruitment programme supports gender equality initiative.	<ul style="list-style-type: none"> ▪ Targeted Facebook advertising. ▪ Wording in adverts, job descriptions, person specs, interview letters re encouraging applications. ▪ Coaching managers on Positive Action re shortlisting and selection. 	HR SVS Subject Leader	2017-2020	
	Potential funding streams identified and utilised to support required data analysis.	Evaluate SVS priority recruitment programme in terms of its impact on gender imbalance.	SMT	2017-2020	
	Equality Lead identified within each team to support equalities work.	Identify potential funding streams.	Department Heads	December 2017	
	Request SFC monies through Colleges Scotland to do some sectoral research, and to drill down annually on PI's from the sectoral FES returns and data.	Identify equality leads.	SMT	2017-2020	
	Specific gender reporting tool communicated to curriculum teams to embed awareness.	SFC monies requested where available,	Head of Student Records	August 2017	
	Communicate specific gender reporting tool to curriculum teams to embed awareness and encourage data analysis.				

Relationships	Staff Conference Days – initiatives promoted to show where gender imbalances have/are being addressed.	Promote good practice in tackling gender imbalances.	E and D adviser College teams	June 2018	
	Multi-agency approaches are taken to tackle gender imbalances. See also Sector GAPs Pages 35-62	Share with multi-agency partners our commitment to gender equality.	College Teams	2017-2020	

2 Influencing the Influencers Educators and Careers advisors	Staff are encouraged to undertake PDA Advancing Equality and Diversity through Inclusiveness (new award due late 2017).	To be considered following launch of award anticipated September 2017.	SMT	September 2017-2020		
	Further relevant equalities training is identified, developed, delivered eg Unconscious Bias training. Liberation training. Women in Leadership workshops. Careers Conferences. Employability weeks. Become a Tech role model.	Sample online Unconscious Bias training available ie Marshalls Skills Boosters Identify appropriate online training. Deliver SPA adapted Unconscious Bias training to PATs and staff involved in the selection process.	HR Student's Association		July 2017 July 2017	
		Deliver SPA adapted Unconscious Bias training to new staff cohorts.	Head of Student Services		2017-2019 2 Sessions Delivered per Year	
			Head of Student Services		2019-2020 1 Session	
Parents/Current Students	How we can influence our current and future students is considered eg We have an opportunity to influence our students' parents at college events eg Prize-Giving/Graduation and our current/future students through: Careers Conferences	Ensure that 'Showcase' initiatives show gender equality within subject areas and courses.	Marketing Course Teams Student Services Team Student Engagement Officer and Assistants			

	<p>Student engagement events. Promoting Positive role models – gender alternative. Open days/nights.</p>	<p>Hold a Careers Conference/Fair.</p> <p>Bringing the Campus Alive activities developed to bring more people onto the campus.</p>		<p>2019-2020</p> <p>2017-2020</p>	
	<p>Classrooms are equality impact assessed to ensure they are gender neutral.</p>	<p>Students, in subject areas where there is a >75:25 gender imbalance are involved in the equality impact assessment of their classrooms and workshops to ensure they are gender neutral.</p>	<p>Marketing Course Teams</p> <p>Students Sector Managers Lecturers Learning Mentors</p>	<p>July 2018</p>	
	<p>Course materials are equality impact assessed to ensure they are not gender biased or stereotypical.</p>	<p>Materials reviewed.</p> <p>Amendments made.</p>	<p>Lecturers and Students</p> <p>Lecturers and Students</p>	<p>July 2018</p> <p>July 2019</p>	
	<p>The importance of tackling gender imbalances is promoted.</p>	<p>Marketing campaign is developed to promote the importance of tackling gender imbalances.</p>	<p>Marketing E and D Adviser</p>	<p>2017-2018</p>	
	<p>Co-Curricular activities raise awareness of gender imbalances.</p>	<p>Student Engagement Officer develops co-curricular activities to raise awareness of gender imbalances.</p>	<p>Student Engagement Officer and Assistants E and D Adviser</p>	<p>July 2018</p> <p>Annually</p>	

Employers	Student's Association (Perth) undertakes campaigns to raise awareness of and to tackle gender imbalances.	Student officers to identify gender activities that they would like to be involved in/deliver, including clubs and societies.	Student Association (Perth) HISA	Jan 2018	
	Staff and students participate in gender-based violence workshops/webinars.	Identify and raise awareness to staff and students, appropriate workshops/webinars.	HR E and D Adviser PATs	2018-2019 Ongoing	
	Guidance on the tackling of gender inequality available to employers as part of the online 'Job Shop'.	Work in conjunction with UHI to determine wording and position of guidance.	Careers and Progression Adviser UHI Student Services Team	2018-2019	
	See also Sector GAPs Pages 35-62.				

3	Raising Awareness and Aspiration Outreach	See Sector GAPs Pages 35-62			
4	<p>Encouraging Applications</p> <p>Recruitment</p> <p>Gender inequality embedded within inclusive interview process which has been Equality Impact Assessed.</p> <p>Unconscious Bias training developed and delivered to support interview process.</p> <p>Student journey data fully analysed to identify and then tackle any attainment disparities.</p> <p>Marketing</p> <p>See Sector GAPs Pages 35-62</p> <p>Course Packaging</p> <p>See Sector GAPs Pages 35-62</p>	<p>Include information within guidance to raise awareness of gender related unconscious bias and positive action measures.</p> <p>See actions within 2 (above): Influencing the Influencers.</p> <p>All course teams to consider and comment on gender imbalances as part of the analysis of course KPI data.</p> <p>See also Sector GAPs Pages 35-62</p>	<p>Head of Student Services</p> <p>Head of Student Services</p> <p>Course Teams</p>	<p>Jan 2018</p> <p>August 2017</p> <p>September Annually</p>	<p>Under development.</p>

5 Supporting Success Gender Inclusive Environments	All classrooms, workshops and staff bases are equality impact assessed – particularly in relation to gender.	Staff along with their students, in subject areas where there is a >75:25 gender imbalance are involved in the equality impact assessment of their classrooms and workshops to ensure they are gender neutral.	Sector Managers Lecturers Students Learning Mentors		
	Course content and materials for all courses is equality impact assessed – particularly in relation to gender.	See 2 (above): Influencing the Influencers	Lecturers Students	2017-2020	
	Course timetables are equality impact assessed – particularly in relation to gender.	EIA course timetables giving consideration where possible to students who may have caring responsibilities.			
	Develop system for Support Teams to gather and analyse gender balance of service users. Inequalities identified and addressed.	Support Teams embed systems to gather gender data of service users. Student Services Teams to analyse gender data and include within Annual Reports.	Heads of Servicing Teams Head of Student Records Student Services Teams	by Dec 2017 October 2018 then Annually	

Enhancing the Student Experience	Create gender neutral accessible toilets.	Install signage Communicate facilities to all students and staff.	Head of Estates	from August 2017	Signage has been purchased.
	Single gender courses are considered where applicable to support gender balance shift.	See Sector GAPs Pages 35-62	SDDs		
	Gender equality is explicit in Guidance Policy.	Review Policy	Head of Student Services	2018-2019	
	Mentoring initiatives are embedded within imbalanced subject areas.	See Sector GAPs Pages 35-62	SDDs Teaching Staff		
	Partnership agreement is developed between college and SDS to support careers and employability work.	Investigate potential agreement. Work in conjunction with SDS and UHI to hold a Careers Conference/online Careers Fair.	Head of Student Services		
Inclusive group work takes place within the classroom eg not only the females are asked to take on the admin role.	Embed gender equality within Skills Framework. Set gender equality ground rules during Induction.	Lecturers Students			

Perth College UHI – Gender Action Plan 2017- 2020

How our students will play an active role in supporting the college to tackle gender imbalances:

Cross College Areas	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Student Officers	Students have the opportunity to, and are equipped to, engage in the Gender Action Plan playing an active role in supporting the college to tackle gender imbalances.	2, 5	E and D Adviser to support induction of new student association officers – including GAP.	E and D Adviser	July 2017	
		2, 5	Student officers to identify gender activities that they would like to develop, including clubs and societies.	Student Officers E and D Adviser	January 2018	

Perth College UHI – Gender Action Plan 2017- 2020

Who will be responsible for implementing actions within the plan:

Cross college areas	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
SMT	Responsibility is taken for implementing actions within the plan.	1-5	Owners of actions will brief EDIT in advance of or during each scheduled EDIT meeting. E and D Adviser to collate progress.	All action owners E and D Adviser	2017-2020	

Perth College UHI – Gender Action Plan 2017- 2020

How as a college we will seek to build internal capacity in all departments, including learning and teaching, support staff, placement/employer engagement staff, marketing and communications to implement the plan effectively:

Cross college areas	Projected Outcomes	Key themes	Actions	Owner (Job role)	Timescale	Progress
SMT	Internal capacity is built in all departments, including learning and teaching, support staff, placement/employer engagement staff, marketing and communications to implement the plan effectively.	1-5	<p>Develop a communication strategy to raise awareness of GAP objectives and actions.</p> <p>Identify/develop appropriate Unconscious Bias training and Positive Action training for all staff.</p> <p>See 2 (above): Influencing the Influencers</p>	<p>E and D Adviser</p> <p>HR</p> <p>E and D Adviser</p> <p>Head of Student Services</p>	<p>August 2017</p> <p>January 2018</p>	

Perth College UHI – Gender Action Plan 2017- 2020

How we are proactively promoting gender equality in relation to staff (including progress with addressing gender imbalances at senior academic level and how we are working towards eliminating the gender pay gap):

Cross College Areas	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
HR	Gender equality is proactively promoted in relation to staff (including progress with addressing gender imbalances at senior academic level and how we are working towards eliminating the gender pay gap).	1-5	Our current work to promote gender equality in relation to staff and work towards eliminating the gender pay gap is reported in our: Annual Employee Information Report 2016-2017 and our: Equal Pay Statement April 2017 Our reports and action plans will be updated in 2019 in line with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.	VP HR and Communications	2017-2019	

Perth College UHI – Gender Action Plan 2017- 2020

How actions will align with broader work to tackle obstacles for career progression for female staff.

Cross College Areas	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
HR	Obstacles for career progression for female staff are tackled.	1-5	Our current work to tackle obstacles for career progression for female staff is reported in our: Annual Employee Information Report 2016-2017 and our: Equal Pay Statement April 2017 Our reports and action plans will be updated in 2019 in line with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.	VP HR and Communications	2017-2019	

Perth College UHI – Gender Action Plan 2017- 2020

How we will work to tackle and prevent violence against women:

Cross College Areas	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
HR	We work to tackle and prevent violence against women in conjunction with the UHI Changing the Culture Action Plan.	2, 3, 5	Following its approval – the college will work to support the university Changing the Culture Action Plan.	VP HR and Communications	2017-2020	

Perth College UHI – Gender Action Plan 2017- 2020

How we will work in partnership with other organisations regionally (schools and other FE/HE institutions) and nationally (eg equality specialists):

Cross College Areas	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
SMT	We work in partnership with other organisations regionally and nationally.	1-5	E and D adviser to engage regularly with EHRC, ECU, CDN, UHI Equality Practitioners Network to gather and share good practice.	E and D Adviser	2017-2020	

Perth College UHI – Gender Action Plan 2017- 2020

How we are working towards improving gender imbalances on our Board:

Cross College Areas	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Board of Management	Gender imbalances on our Board are improved.	1-5	Work to address gender imbalances on our Board is reported in our equality reports and specifically within our Equality Outcomes 2017-2021.	Board of Management HR E and D Adviser	2017-2019	

Perth College UHI – Gender Action Plan 2017- 2020

How progress against key actions will be monitored:

Cross College Areas	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
SMT	The Gender Action Plan is reviewed quarterly and progress recorded.	1-5	The effectiveness and implementation of this plan will be monitored by EDIT who will meet to review progress against our gender objectives and actions, on a quarterly basis. EDIT is comprised of management, staff and student representatives.	EDIT Chair E and D Adviser	2017-2020	

Gender Action Plan 2017-2020

Applied Life Studies

Perth College UHI – Applied Life Studies

Gender Action Plan 2017-2020

Key Themes	Projected Outcomes	Actions	Owner (Job Role)	Timescale	Progress
1 Infrastructure Systems Humans Resources Relationships	Needs of Transgender students met through partnership working.	Student contracts to include "respect" agreement and this should be highlighted and discussed. This would be a change to induction processes.	SDD ALS and SM SLLE	August 17- August 2020	
	Balance of male / female academic and support staff providing positive role models across sector.	Increase male support workers through proactive recruitment and selection.			
	Increase number of applications from men into Applied Life Studies by 15.	Promote courses which may encourage male candidate applications such as Barbering and Wellness Therapies. At application stage invite males into male only interview event.	SDD ALS, SM SLLE and HR SDD and SMs ALS	August 17- August 2020	
	Increase successful male applications to acceptances on course choices by double that for previous years.			August 17- August 2020	
2 Influencing the Influencers Educators Careers Advisors Parents Current Students	Increase interest in Applied Life Studies courses from males.	To deliver event at least once each academic year to last year primary schools and first year of secondary with role models presenting their jobs and careers.	SDD and SMs ALS	August 17- August 2020	

3 Raising Awareness and Aspiration Outreach	Deliver men only course for health and care (group of 12). Students experience non-traditional vocational area in ALS curriculum area and make more informed choices for the future.	Market and recruit to men only course for health and care. Include support from NHS and Perth and Kinross Council and local employers to deliver some content and placements.	SDD ALS	Jan 18	
	Students consider non-traditional roles.	Mandatory taster sessions across wide range of vocational areas as part of Next Steps 2 learning programme.	SDD ALS and SM SLLE	May 18	
	Raise staff awareness of good practice in changing gender imbalances in courses where that exceeds 75% for articulation into HE from FE.	New Access courses to include tasters across the sector to enable students to make informed decisions.	SDD and SMs ALS	June 2018	
		Investigate examples of good practice from: HEA 'Whose Job Is It Anyway?' Address gender imbalance through the study of thematic focus and effect of the presence of counter-stereotypical role models. SDD ALS will attend meetings of the Tertiary Curriculum Working Groups for Applied Life Studies through SNL UHI to ensure that Perth College UHI is working in partnership with wider UHI to continue to develop programmes and	SDD	2017-2020	

		materials best suited to supporting making changes to gender imbalances across the curriculum.			
4 Encouraging Applications Recruitment Marketing Course Packaging	Market careers in care using case studies for promoting men into care.	Use alumni male students and current male staff to promote, health, care, early years and beauty therapy.	SDD and SMs ALS	November 17 to June 18	
5 Supporting Success Gender Inclusive Environments Enhancing The Student Experience	More girls participating in disability football .	Partnership working with Mindspace to deliver in a community setting, providing additional support for wellbeing and promoting sense of belonging. Staff v Students end of year football match encourages all students to participate. Female students encouraged to choose football as option. Male and female support staff available for personal care. Male and female changing facilities equally available at College.	SDD ALS, SM and SL, SLLE	Sept 17 and ongoing	2 girls have chosen football as an option for 2017-18

	<p>Promote progression into HE through student/staff project. Monitor students who are choosing to progress to courses in ALS and Social Sciences and support their learning journey. Increase participation by 5 persons in 2017-18.</p>	<p>Project to collect data on male students actively seeking to progress into HE courses such as HNC Social Services or HNC Early Years. Staff to mentor and support male students to apply for HE courses. Peer support to be put in place during course and in preparation for progression.</p>	<p>SDD, SM H and BT, SM HCEY, SM SS and H</p>	<p>June 2018 June 2020</p>	
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**Perth College UHI – Applied Life Studies
Gender Action Plan 2017-2020**

Subjects which have an imbalance of male/female students ie more than 75% one gender.

Subject Areas	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Beauty Therapy	FE Data by 99% (70) Female to 1% male (1) HE Data 100% Female (75)	Increase male recruitment into Beauty Therapy by 2 persons per year 2017-2020	2, 3, 4	Actively encourage men to take up places in beauty therapy. Positive action to ensure that issues/barriers to active participation on the course are addressed. Hold employer forums at least 2 per year which market courses with a focus on male recruitment. Work in collaboration with industry sector by gaining their engagement in increasing male representation at marketing and enhancement events.	SDD ALS and SM H and BT	Oct 17 – Oct 2019	

Early Education and Childcare	FE Data 90% Female (158) 10% Male (17) 97% Female (226) 3% Male (7)	Increase male recruitment into EYs by 2 persons 2017-2020.	2, 3, 4	Actively encourage men to take up places in Early Years. Positive action to ensure that issues/barriers to active participation on the course are addressed such as finding effective placements.	SDD ALS and SM HCEY	Oct 17 - Oct 19	Efforts already made in 2015-16 and 2016-17 to run men only courses in partnership with P&K council.
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**Perth College UHI – Applied Life Studies
Gender Action Plan 2017-2020**

Subjects/courses which have an imbalance of male/female students ie more than 75% one gender.

Subject Areas	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Hairdressing	FE Data 97% Female (187) 3% Male (8) HE data 89% Female (8) 11% male (1)	Deliver Barbering courses in 2017-18 and so increase male recruitment in the area by 10 persons.	2, 3, 4	Market and promote the course. Visit local barbering employers. Deliver the course during 2017-18 on a part-time basis.	SDD ALS and SL Hairdressing	Oct 17	
Health and Social Care	FE Data 91% Female (91) 9% Male (9) HE Data 86% Female (135) 14% Male (22)	Increase men into health and care employment by 5 persons. Employer's forum held twice per year where employers target recruitment and selection from male students. At least 2 males find employment in care per year 2017-18 to 2020.	2, 3, 4 2, 3, 4, 5	Deliver Male only health and care course, find effective placements and support job search into employment. Employers' forum marketed and held with a focus on male recruitment into employment. Employers bring current job vacancies and successful matches found for student and employer leading to a minimum of 6 month contract.	SDD ALS, SM HCEY, SL Health and Care, Manager Care assessors. SDD ALS, SM HCEY, Manager Care Assessors.	May 2018 Dec 17 and April 2018	Employers Forums Held in 2016-17

**Perth College UHI – Applied Life Studies
Gender Action Plan 2017-2020**

Subjects/courses in which success levels differ by gender (greater than 10%).

Subject Areas Full-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Hairdressing	FE Data 60% Female 33% Male	Increase male success in hairdressing by 2 persons in 2017-18 and 2 persons 2018-2020.	5	Proactive support for males on hairdressing courses by providing effective mentoring and peer support.	SDD ALS and SM and SL H and BT	Sept 17	
Social Sciences	FE Data 63% Female 50% Male	Promote males in social science careers through event where successful male role models are included in presentations and after event workshops.	2, 3, 5	Social Science conference and workshops.	SDD ALS and SM SS and H	April 2018- April 2020	

**Perth College UHI – Applied Life Studies
Gender Action Plan 2017-2020**

Subjects/courses in which success levels differ by gender (greater than 10%)

Subject Areas Part-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
New Opportunities	FE Data 75% Female 88% Male	Published Case Studies to reflect gender mix.	2, 3, 4, 5	Work with marketing to ensure in all promotional materials that males and females are represented according to gender imbalance.	SDD ALS and SM SLLE	Dec 2017 to Dec 2019	
Early Education and Childcare	60% Female 46% Male	Improve performance by males on part time courses by 14%.	5	Ensure focus on proactive recruitment and selection of males into this shorty course Hold men only into childcare part-time course in partnership with P&K council.	SDD ALS and LC	Sept 2017 to Sept 2019	One part-time course already held in 2016-17 85.7% success rate (6 out of 7 males completing successfully).

**Perth College UHI – Applied Life Studies
Gender Action Plan 2017-2020**

Subjects/courses in which withdrawal levels differ by gender (greater than 10%).

Subject Areas Full-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Hairdressing	FE data 34% Female (28 out of 82) 66% Male (2 out of 3)	Decrease male withdrawal by at least 1 person per course.	5	Ensure targeted support in place from induction for male students. Peer support put in place.	SDD ALS and SM, SL H and BT	Sept 2018	
Social Sciences	24% Female (15 out of 62) 33% Male (8 out of 24)	Decrease male withdrawal by at least 2 persons per course.	5	Ensure targeted support in place from induction for male students. Peer support put in place.	SDD ALS, and SM SS and H	Sept 2018	

Gender Action Plan 2017-2020

Business, Management, Computing and Leisure

Perth College UHI – Business, Management, Computing and Leisure

Gender Action Plan 2017-2020

Key Themes	Projected Outcomes	Actions	Owner (Job Role)	Timescale	Progress
1 Infrastructure Systems Humans Resources Relationships	Increase female applications on Computing courses by 2.	Promote courses and ensure language used is appropriate to female candidate applications. At application stage invite females into female only interview event.	CAE/DS/GD/JE	Aug 17- Jun 20	
	Work with Perth and Kinross Transgender Network to facilitate a sports club for specific groups.	Establish at least one sports club that attracts and recruits membership from underrepresented groups.	CAE and SMcG	Aug 17- Jun 20	
2 Influencing the Influencers Educators Careers Advisors Parents Current Students	Increase interest in Computing courses from females/non binary young people.	Target key decision making points at an early stage to influence parents, teachers and pupils.	CAE/DS/GD	Feb 18- Aug 20	

3	Raising Awareness and Aspiration Outreach	Guest speakers to deliver awareness raising sessions to female and non-binary pupils about working in the Computing and Sport industries.	Identify at least 2 guest speakers to act as inspirational role models and organise information sessions.	CAE/DS/GD/JE/SMG	May 18	
		UHI STEM Development manager to raise awareness of career choices in Perthshire schools.	Contact STEM development manager and implement intervention.	CAE/DS/GD/JE	May 18	
		Run a SMART STEMs event in session 17/18 in Perthshire schools.	Contact STEM Development manager and implement intervention.	CAE/DS/GD/JE	May 18	
4	Encouraging Applications Recruitment Marketing Course Packaging	Market careers in Computing/Sport using female case students using a softer language.	Review marketing literature to ensure it is not male focussed.	Marketing	May 18	

5 Supporting Success Gender Inclusive Environments Enhancing the Student Experience	<p>More girls participating in disability football</p> <p>Joint action with ALS.</p>	<p>Sport and New Opportunities curriculum areas working in partnership to achieve outcomes.</p> <p>Female students encouraged to choose football as option. Male and female support staff available for personal care.</p> <p>Male and female changing facilities equally available at College.</p>	<p>EB, KD, CC, SMcG</p>	<p>Sept 17 and Ongoing</p>	<p>Two girls have chosen football as an option for 2017- 18.</p>
	<p>Enhance the availability of more relevant project work to ensure that non male students are not disadvantaged due to student areas of interest.</p> <p>Ensure that the work placements or project works are more relevant to non male students.</p>	<p>Provide links to employers and projects for students that will be of more interest to non males, eg non technical focussed male games apps.</p>	<p>CAE/DS/GD/JE</p>	<p>May 18</p>	
	<p>Increase participation in female only events with local and national employers in computing and sport areas.</p>	<p>Contact Equate Scotland to identify employers who have active programmes and recruitment drives for females into computing industry.</p>	<p>CAE/DS/GD/JE</p>	<p>May 18</p>	

**Perth College UHI – Business, Management, Computing and Leisure
Gender Action Plan 2017-2020**

Subjects which have an imbalance of male/female students ie more than 75% one gender.

Subject Areas	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Computing	FE Data Male 90% (38) Female 10% (4) HE Data Male 87 % (84) Female 13% (12)	Increase female recruitment into FE and HE courses by 2 persons 2017-2020.	2, 3, 4	Work in collaboration with regional secondary schools, targeting from S1 and S2 at a point before they make their subject choices. Interact with parents of female/non binary students by providing information evenings on an ongoing basis. Positive action for selection of students who apply for computing courses. Work collaboratively with employers and Equate Scotland, SDS and UHI STEM development manager.	CAE/DS/GD	June 20	

**Perth College UHI – Business, Management, Computing and Leisure
Gender Action Plan 2017-2020**

Subjects/courses which have an imbalance of male/female students ie more than 75% one gender.

Subject Areas	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Sport and Fitness	FE Data Male 88% (67) Female 121% (8)	Inclusive Sport provision for Fitness and Coaching students in year 1 and 2 to address gender imbalance.	2, 3, 4	Curriculum adjustments. Workshop – by LGBT Youth Scotland Staff will attend event/s to promote physical activity for LGBT youths.	June 17-18		
	HE Data Male 72% (69) Female 28% (27)	To encourage growth of females in sport and celebrate their success.	2, 3, 4	P and K Transgender Network: submit proposal to extend invitation to network to take part in social activities at ASW.	July 17-18 May 18		
		Series of events to promote female role models.	2, 3, 4	Anna Signeul Lecture part of sport and wellbeing lecture series – celebrating Women in Sport. Female students to work with Scottish Disability Sport on weekly basis and supporting a programme of events. Sport staff will attend Celebrating Success and Strengthening Partnerships.	June17-18		

**Perth College UHI – Business, Management, Computing and Leisure
Gender Action Plan 2017-2020**

Subjects/courses in which success levels differ by gender (greater than 10%).

Subject Areas Full-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Business and Accounting	FE Data 87% Female 68% Male	Increase male success in business and accounting by 2 persons 2017-20.	5	Proactive support for males in business and accounting courses by providing effective mentoring and peer support.	CAE and JE	June 20	
Sport and Fitness	FE Data 75% Female 63% Male	Increase female success in sport and fitness by 2 persons 2017-20.	5	Proactive support for females in sport and fitness courses by providing effective mentoring and peer support.	CAE and SMcG	June 20	

**Perth College UHI – Business, Management, Computing and Leisure
Gender Action Plan 2017-2020**

Subjects/courses in which success levels differ by gender (greater than 10%).

Subject Areas Part-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Hospitality	FE data 78% Female 56% Male	Increase male success in part time course by at least 1 person per course.	2, 5	Ensure targeted support in place from induction for male students. Peer support put in place.	CAE/IG	June 19	

**Perth College UHI – Business, Management, Computing and Leisure
Gender Action Plan 2017-2020**

Subjects/courses in which withdrawal levels differ by gender (greater than 10%).

Subject Areas Full-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Business and Accounting	FE data 11% Female (5 out of 54) 26% Male (5 out of 19)	Decrease male withdrawal by at least 1 person per course.	2, 5	Ensure targeted support in place from induction for male students. Peer support put in place.	CAE, JE,	June 18	

**Perth College UHI – Business, Management, Computing and Leisure
Gender Action Plan 2017-2020**

Subjects/courses in which withdrawal levels differ by gender (greater than 10%).

Subject Areas Part-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Hospitality	FE data 11% Female (1 out of 9) 22% Males (4 out of 18)	Part time courses to reduce withdrawals for males in comparison to females by 5%.	5	Identify courses where more males withdraw in comparison to females and determine the cause factors involved.	CAE/IG	Jun19	

Gender Action Plan 2017-2020

Creative and Cultural Industries

Perth College UHI – Creative and Cultural Industries

Gender Action Plan 2017-2020

Key Themes	Projected Outcomes	Actions	Owner (Job Role)	Timescale	Progress
1 Infrastructure Systems Humans Resources Relationships	5% Increase in females by 2021	Within existing targets, a nominal target for females should be set.	SDD, SM, Interview Team, Admissions Team, MIS Team	2017 -2021	
2 Influencing the Influencers Educators Careers Advisors Parents Current Students	5% Increase in females by 2021	1 Specific careers days for females. 2 Extensive case study data of females in target areas. 3 Use of female student ambassadors at career events.	Marketing Team, Schools, SDS, Career Advisors	2017 – 2021	
3 Raising Awareness and Aspiration Outreach	5% Increase in females by 2021	Greater focus through prospectus and marketing campaigns on female applicants.	SDD, Marketing	2017 – 2021	
4 Encouraging Applications Recruitment Marketing Course Packaging		Partnering with Industry to actively promote sustainable female career paths in focussed areas.	SDD, Marketing, Employers	2017 – 2021	
5 Supporting Success Gender Inclusive Environments Enhancing the Student Experience		Reviewing the environment to be more gender inclusive. Use of alumni to return to address students on their success.	SM, Alumni	2017 – 2021	

**Perth College UHI – Creative and Cultural Industries
Gender Action Plan 2017-2020**

Subjects/courses which have an imbalance of male/female students ie more than 75% one gender.

Subject Areas	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Music and Music Business		5% increase in females by 2021	1 – 5	As above	As above	As above	
Sound and Audio Engineering		5% Increase in females by 2021	1 – 5	As above	As above	As above	

**Perth College UHI – Creative and Cultural Industries
Gender Action Plan 2017-2020**

Subjects/courses in which withdrawal levels differ by gender (greater than 10%).

Subject Areas Part-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Art and Creative Technologies		50% improvement on female retention by 2021	5	Review of learner environment Closer liaison with female cohort for pastoral care	SM, PAT	2017 – 2021	

Gender Action Plan 2017-2020

Science, Technology, Engineering and Maths

Perth College UHI – Science, Technology, Engineering and Maths

Gender Action Plan 2017-2020

Key Themes	Projected Outcomes	Actions	Owner (Job Role)	Timescale	Progress
1 Infrastructure Systems Humans Resources Relationships	Improved relationships leading to better recruitment of women into STEM subjects.	<p>Work with WISE (Women in Science and Engineering), girl geeks etc to support growth in female numbers.</p> <p>Work with equate to promote women in STEM subjects.</p> <p>Work with SEMTA and industry to tackle the issues of subconscious bias on interviews.</p>	JTY/SM	Sept 2017- Jun 2020	
2 Influencing the Influencers Educators Careers Advisors Parents Current Students	Improved awareness of the options available to all pupils but specifically females.	<p>Work with school guidance teachers through a show-do-tell session to highlight the opportunities available within the STEM subjects.</p> <p>Attend parent open evenings at schools promoting opportunities and school-college partnership.</p> <p>Continue to offer STEM food and Drink CDP to teachers.</p>	<p>STEM departments (including Computing and Sound Production)</p> <p>FAC JTY SM's</p> <p>JTY/SM</p>	<p>November 2017</p> <p>Immediately-2020</p> <p>Oct 2017 and Annually</p>	

		More involvement with primary schools- STEM related activities involving all STEM areas.	FAC	Sept 2017- Jun 2020		
3	Raising Awareness and Aspiration Outreach	Pupils making more informed decisions as to their course options.	New Access courses to include tasters across the sector to enable students to make informed decisions.	JTY/SM's	Ongoing	Taster courses have been offered to all rural and city campus schools.
4	Encouraging Applications Recruitment Marketing Course Packaging	Greater understanding of the barriers to STEM for females and therefore more targeted interventions at the right time in the school journey.	Conduct a study involving P5-S3 pupils to understand what the barriers to STEM careers are for females in the PKC region.	EB, CE, JTY	Sept 2017- June 2018	
5	Supporting Success Gender Inclusive Environments Enhancing the Student Experience	Ensure, as far as practicably possible, that all learning environments are gender neutral.	Conduct a survey into the gender neutrality of STEM learning spaces.	SA/JTY	Sept 2017- Feb 2018	

**Perth College UHI – Science, Technology, Engineering and Maths
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Subjects which have an imbalance of male/female students ie more than 75% one gender.

Subject Areas	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Automotive Engineering	FE Data 3% Female to 97% Male	Increase female recruitment by 1 person per year 2017-2020.	2, 3, 4	<p>Increase the understanding of the different disciplines in automotive.</p> <p>Host women into STEM day for school pupils, (Taster day).</p> <p>Use of successful female case studies within the industry.</p> <p>Following on from study into barriers for entry to STEM areas ensure appropriate interventions are put in place.</p> <p>Participate in Big Bang near me and Big Bang National final, encouraging schools to enter and ensure Department presence.</p>	SM, Marketing, JTY	June 2017- September 2019	

Construction and Building Technologies	FE Data 0% female, 100% male	Increase female recruitment by 1 person per year 2017-2020.	2, 3, 4	<p>Increase the understanding of the different types of careers available within the construction industry, specifically those related to design.</p> <p>Host women into STEM day for school pupils, (Taster day).</p> <p>Use of successful female case studies within the industry.</p> <p>Participate in Big Bang near me and Big Bang National final, encouraging schools to enter and ensure Department presence.</p>	SM, Marketing, JTY	June 2017-September 2019	
Mechanical and Electrical Systems	FE Data 5% female, 95% male	Increase female recruitment by 1 person per year 2017-2020	2, 3, 4	<p>Increase the understanding of the different types of careers available within engineering, specifically those related to the arts.</p> <p>Host women into STEM day for school pupils, (Taster day)</p> <p>Use of successful female case studies within the industry.</p>	SM, Marketing, JTY	June 2017-September 2019	

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Subjects/courses in which success levels differ by gender (greater than 10%).

Subject Areas Full-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Automotive Engineering	FE Data 60% Female, 73% Male	Increase female success by 1 persons in 2017-18 and 2 persons in each of 2018-2020.	2, 5	Proactive support for females on courses by providing effective mentoring and peer support (even if out- with department).	SM, PAT	Sept 2017	

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Subjects/courses in which withdrawal levels differ by gender (greater than 10%).

Subject Areas Full-Time Courses	Baseline Data/Info	Projected Outcomes	Key Themes	Actions	Owner (Job Role)	Timescale	Progress
Automotive Engineering	FE Data 40% Female, 17% Male	Decrease female withdrawal by at least 1 persons.	2, 5	Ensure targeted support in place from induction for female students. Peer support put in place (even if out with department).	SM, PAT	Sept 2017	